Advanced Placement World History Summer Assignment 2018-2019

"Why do we have to do a summer assignment? This is a commonly asked question within local educational circles. The reason is NOT because we are trying to take away your summer and burden you with a heavy work load. FCPS begins school later than most school systems in the United States which begin school in early to mid-August whereas we begin in late August. However, all students take the AP Exam on the same day in mid-May which puts us about 2-3 weeks behind most other school systems. In order for us not to get too far behind (we also have to plan for snow days), it is necessary that we assign you some work over the summer.

Failure to complete and turn in this assignment will convey to us that you are lacking in the discipline required for such a course. Your summer assignment is due on August 30 & 31, 2018. Please email both AP World teachers if you have any questions concerning this assignment. Our emails are: rdchapman@fcps.edu and cacespedes@fcps.edu.

The first thing that you need to do is this: Purchase the following APWH AMSCO book online and do so ASAP!

1.) Read and understand Bill Strickland’s AP World History Overview. As you do so, memorize the six Unit Periods (page 4) and the 12 AP World Regions (page 5).
2.) Read and understand the preface, v-xxv, and xi in the Amsco book (some of this may be redundant from the Strickland overview, but it bears repeating).
3.) Read and understand the Key Concepts for Units I and II.
4.) Using the Key Concepts for Units I & II, and chapters 1-6 in the Amsco book (you can also use Bentley as a resource for more in-depth content, pages xxxiii & xxxiv will aid you in finding information in that book), answer the Key Concepts Focus Questions. The questions are not necessarily ordered chronologically in either book. All questions must be answered using blue or black ink and on loose leaf paper (not torn out of a spiral notebook). Do not attempt to answer these questions underneath the actual question as many of your responses will not fit in the space provided. Moreover, it would appear sloppy. Remember the “I” in PRIDE stands for integrity. All of your assignments are to be completed by you and only you! Cheating and plagiarism are serious offenses and will be treated as such.
5.) Always work for understanding and not just for completion. Do not wait until the last hour to do this assignment. It might be wise to schedule work out in blocks of time, e.g., you might do questions for Key Concept 1.2 in a two hour block on Tuesday afternoon, July 17. You know your own schedule though, so budget and manage your time accordingly.
6.) Please submit your completed assignment in a clear plastic sleeve protector. Happy Studying. See you in August.
2016-2017 AP World History - Overview

What exactly is AP World History? Let’s start with how the course is created.

Like all AP courses, APWH is created by the College Board, a not-for-profit organization that also creates the SAT. “AP” stands for “Advanced Placement,” which basically means that the course is equivalent to a college “survey” course. (e.g. History 101: Intro to World History) Each AP course and exam is designed by a Test Development Committee of experienced high school teachers and college professors. (I served on this committee from 2008-2010.) Approximately 292,000 students took the exam in May, 2017.

Philosophy of AP World History

If you were going to design a world history course, how would you decide what is “world history?” This is one of the most important questions, and it might surprise you how much people disagree about the definition of “history, especially “world history.” There actually is no true “consensus” of what is the best definition, but here’s how the College Board defines the course’s purpose:

“The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is achieved through a combination of selective factual knowledge and appropriate analytical skills.”

Note that APWH stresses both “selective factual knowledge” and “appropriate analytical skills.” Why not just one or the other? Factual knowledge alone would create a course that is little more than rote memorization of facts, without necessarily any real understanding or interpretation of those facts. Given that AP courses should be the same difficulty as a college-level course, AP students are required to demonstrate college-level thinking skills. Only when you combine the “selective factual knowledge” and the “appropriate analytical skills” do you have the necessary ingredients for an AP course. So, history is part fact and part interpretation. Memorizing individual facts, names, dates, etc. is relatively easy. Learning to interpret facts, especially how multiple facts all interact together, is much more difficult. The Test Development Committee calls these interpretation skills “Historical Thinking Skills.”

The Disciplinary Practices and Reasoning Skills are the real purpose for any AP course. The content is obviously important to the course itself, but the skills you will learn will be transferable to other situations throughout your whole life. So if you’re wondering, “When will we ever need to know/use this?” The answer is “Probably rarely. But you’ll need to be able to do what this course is asking you to do every day of the rest of your life.”
### Disciplinary Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
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| Analyze Historical Evidence   | **Primary Sources**  
  - Describe historically relevant information and/or arguments within a source.  
  - Explain how a source provides information about the broader historical setting within which it was created.  
  - Explain how a source’s point of view, purpose, historical situation, and/or audience might affect a source’s meaning.  
  - Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.  
  - Evaluate a source’s credibility and/or limitations.                                                                                           |
|                               | **Secondary Sources**  
  - Describe the claim or argument of a secondary source, as well as the evidence used.  
  - Describe a pattern or trend in quantitative data in non-text-based sources.  
  - Explain how a historian’s claim or argument is supported with evidence.  
  - Explain how a historian’s context influences the claim or argument.  
  - Analyze patterns and trends in quantitative data in non-text-based sources.  
  - Evaluate the effectiveness of a historical claim or argument.                                                                                   |
| Argument Development          | - Make a historically defensible claim in the form of an evaluative thesis.  
  - Support an argument using specific and relevant evidence.  
  - Use historical reasoning to explain relationships among pieces of historical evidence.  
  - Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.                                             |

### Reasoning Skills

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
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<tbody>
<tr>
<td>Causation</td>
<td>- Explain the relative historical significance of different causes and/or effects.</td>
</tr>
<tr>
<td>Comparison</td>
<td>- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</td>
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<tr>
<td>Contextualization</td>
<td>- Use context to explain the relative historical significance of a specific historical development or process.</td>
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<tr>
<td>Continuity and Change Over</td>
<td>- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</td>
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<tr>
<td>Time (CCOT)</td>
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Themes, or “How does AP categorize historical topics?”
The Historical Thinking Skills answer the question of “How should world history be studied?” Another crucial question is, “How can I possibly remember all the ‘stuff’ I’ll learn?” Rather than try to create and memorize a boring list of 1,000 individual facts, APWH defines categories, called “Themes” that help you see the patterns referred to by the Historical Thinking Skills.

<table>
<thead>
<tr>
<th>#</th>
<th>Official Description</th>
<th>Simplified Paraphrase and typical questions this theme asks</th>
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</table>
| 1 | Interaction between humans & the environment  
• Demography and disease  
• Migration  
• Patterns of settlement  
• Technology | Human-Environment Interaction  
• How do humans deal with disease?  
• Where do humans live, and why do they live there instead of somewhere else?  
• How do humans use technology to help them live? |
| 2 | Development and interaction of cultures  
• Religions  
• Belief systems, philosophies, ideologies  
• Science and technology  
• The arts and architecture | Cultures  
• How do humans develop religion?  
• How do different societies use technology in relation to other societies?  
• How do humans express themselves artistically? |
| 3 | State-building, expansion, and conflict  
• Political structures, forms of governance  
• Empires  
• Nations and nationalism  
• Revolts and revolution  
• Regional, transregional, and global structures and organizations | Politics  
• How do humans establish order, govern themselves, and create political “units”?  
• How do political units expand, and what happens when conflict arises?  
• What are the different types of political units around the world? |
| 4 | Creation, expansion, and interaction of economic systems  
• Agricultural and pastoral production  
• Trade and commerce  
• Labor Systems  
• Industrialization  
• Capitalism and socialism | Economic Systems  
• How do humans create and manage resources to improve their quality of life?  
• How do humans organize their work to maximize their efforts? |
| 5 | Development & transformation of social structures  
• Gender roles and relations  
• Family and kinship  
• Racial and ethnic constructions  
• Social and economic classes | Social Structures  
• How do men and women share the work?  
• How is the family structured, and what role does family play in everyday life?  
• How does this society think of race and/or ethnicity?  
• What are the differences between high- and low-ranking members of society? |
Periodization, the “When”

Learning and remembering all relevant info in world history can seem a daunting task. One way to help make the task easier is to organize all historical content into different chronological eras, called “periods.” The process of organizing is thus called “periodization.” (Yes, that’s a real verb.) APWH divides history into six different periods, with each period being equally emphasized in the course.

Many students feel that they must memorize the dates of all historical events. While you do NOT have to memorize the exact date of every event in world history, you should have an approximate idea of most historical events. The definition of “approximate” varies by era, but you should definitely be able to place each event into the correct period. For ancient events aim to place events in the correct century. The closer one gets to the present, the more precise you should aim for. For the 20th century, you should strive to place events in the correct year.

AP World History Periodization
Geography, the “Where”

Students must know some basic geography in order to answer questions. Both multiple choice and essay questions will require knowledge of geographic continents, concepts and world regions. There is no such thing as a comprehensive “list” of every world region, but experience has shown that too many students misidentify too much of the world. (e.g. they write embarrassing things like, “the country of Africa,” or “Indonesia is in central Asia.”) AP World History therefore identifies the most commonly mis-identified regions.

![World Regions](image)

Note: You are welcome to disagree with APWH’s definitions/labeling of these continents/regions, but in this course these are the only acceptable definitions. (e.g. South Asia includes India but not Thailand, no matter what other sources tell you.)

Key Concepts: or “What ‘stuff’ (content) do I need to learn?”

Studying history is a perpetually humbling experience. No matter how much you learn, there’s always far more to learn. Since there’s no way to “learn everything,” AP has chosen 19 important developments that historians consider to be the “most important” in world history. AP’s name for these developments is “Key Concepts.” Note that the term is “concept,” not “events,” “dates,” or “names.” There are many examples of each Key Concept in history. AP World History requires students to learn at least one example of each Key Concept, but not every example. (Phew!) You’ll learn the precise details re: the Key Concepts later, but for now just rest assured that by the time you’ve finished this course you will have learned both the “big picture” of world history and many examples of that “big picture.”

This may not make much sense until you actually see a multiple choice question and how it requires knowledge of a Key Concept, regardless of which example(s) you learned. See the “Multiple Choice Section” on p. 7 for more.
The Exam

The APWH exam is divided into several sections over 3 hours, 15 minutes.

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<thead>
<tr>
<th></th>
<th>MC</th>
<th>SAQs</th>
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<tbody>
<tr>
<td>Weight</td>
<td>40%</td>
<td>20%</td>
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<tr>
<td># of ?s</td>
<td>55</td>
<td>3</td>
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<td>• Comparison</td>
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<td>• Interpretation</td>
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<td>Time</td>
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<td>40 min</td>
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<td>Sugg Pace</td>
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<td>~1 / 13 min</td>
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Free Response (Essay) Section

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<td>Long Essay Question (LEQ)</td>
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<td>choose 1 of 3 prompts</td>
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<td>Skill not assessed by SAQs</td>
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<td>• Same skill</td>
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<td>15 min recommended reading/planning period,</td>
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<td>then 85 self-budgeted min to write both essays.</td>
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<td>~45 min</td>
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In the end, the multiple choice and essay section scores are added up to a Final Score of 1-2-3-4-5. (5 = best) Many colleges and universities award credit, advanced placement, and/or preference in admissions for AP scores, although each college/university sets their own policy re: the specifics. You'll learn more detail on how students' scores are calculated after the beginning of the year, but here's how past years' students have fared.

AP World History Score Distribution

1 Go to http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp to see the AP policy of a specific college or university.
The Multiple Choice Section

APWH multiple choice questions are more difficult than the typical questions you're used to. The multiple-choice section is structured around "sets" of questions (2-5 questions per set) that require students to respond to stimulus material. (e.g. a primary or secondary textual sources, images, charts, graphs, maps, etc.) Here's an example of such a question.

1. Which of the following best explains the changes illustrated in the chart during the period 400 B.C.E. to 600 C.E.?
   (A) The development of the Silk Road trade networks
   (B) The rise and collapse of the Han dynasty
   (C) The increased number and variety of domesticated animals
   (D) The development of large cities as social and administrative centers

In order to answer each question correctly, you'll need to "connect" what you know about history to the stimulus material using an Historical Thinking Skill. In other words, simply "knowing" historical facts will NOT be enough. You WILL need to "know" historical facts, but that alone won't be enough. Likewise, you won't be able to just "figure out the answer by reading carefully." You'll need to both "know" and "do" history. The "doing" requires you to demonstrate an Historical Thinking Skill.

<table>
<thead>
<tr>
<th>Historical Facts you must KNOW</th>
</tr>
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<tbody>
<tr>
<td>- When did the Silk Roads develop?</td>
</tr>
<tr>
<td>- When did the Han Dynasty rise &amp; collapse?</td>
</tr>
<tr>
<td>- How did the number &amp; types of animals change from 400 B.C.E. to 600 C.E.?</td>
</tr>
<tr>
<td>- How did cities' roles &amp; functions develop from 400 B.C.E. to 600 C.E.?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Thinking Skills you must DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of these facts caused the pattern?</td>
</tr>
<tr>
<td>- Silk Roads?</td>
</tr>
<tr>
<td>- Han Dynasty?</td>
</tr>
<tr>
<td>- number &amp; types of animals?</td>
</tr>
<tr>
<td>- roles &amp; functions of cities?</td>
</tr>
</tbody>
</table>
AP World History - Overview

So what? How does this affect you?

Result #1: You will need to develop entirely new, deeper and more substantial study habits than you’ve used in previous courses. You can’t “memorize” the answer to most AP-style questions because the answer is often a complex set of facts and trends scattered over 30-50 pages in your textbook, not just a simple, single fact or date. “The answer” to a multiple choice question will not be on a specific page in the textbook. Memorizing hundreds of “flash cards” won’t help much, if at all. Simply “knowing thousands of facts” isn’t truly “learning” unless you know how each of those facts relate/connect to each other.

Result #2: You must do the reading assignments and class activities. You will not be able to “fake” any lack of knowledge by just “being smart” and “guessing well.” Each year I ask my AP students to give some advice to the next year’s students. Guess what the overwhelming #1 piece of advice is: Do the Reading!

The Free Response Questions (FRQs)

The three types of questions that require you to write. Each question type requires you to demonstrate different skills and knowledge, and each is graded on a different rubric. You should familiarize yourself thoroughly with the rubrics used to grade each of these essays. Here’s just a quick summary to give you an overview of what to expect.

Short Answer Questions (SAQ)

Each of the 4 SAQs will require students to use Historical Thinking Skills to respond to a primary source, an historian’s argument, nontextual sources such as data or maps, or general propositions about world history. Each question will ask students to demonstrate a different Historical Thinking Skill in the process of identifying and analyzing examples of historical evidence relevant to the source or question. You’ll be able to answer each SAQ in 1-2 paragraphs.

Document Based Question (DBQ)

The purpose of the DBQ is to test students’ ability to do what professional historians actually do: use and interpret historical evidence/information to make conclusions based on that evidence, as well as include relevant evidence NOT found in the given documents.

Long Essay Question (LEQ)

Just as the SAQs require students to demonstrate Historical Thinking Skills, the LEQ will ask students to write a “long” essay (2+ pages) on a “deeper,” more complete level. The Historical Thinking Skill required in the LEQ will be different than those required by the SAQs. (e.g. if the SAQs ask questions re: Causation, Periodization, Interpretation, and Comparison, the LEQ will ask a question that requires students to demonstrate the HTS of Continuity and Change over Time.

One Last Comment

I think the most valuable aspect of this course is that you will have a ton of fun (while you’ll also work your tail off learning a lot about the history of the world). By the end of the year you’ll hopefully become a better, more mature and educated world citizen capable of making intelligent and thoughtful decisions.
Era 1: Technological & Environmental Transformations, to c. 600 B.C.E.

Key Concept 1.1: Big Geography and the Peopling of the Earth
The term Big Geography draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to tundra. Humans also developed varied and sophisticated technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans developed increasingly diverse and sophisticated tools – including multiple uses of fire – as they adapted to new environments.

B. People lived in small groups that structured social, economic, and political activity. These bands exchanged people, ideas, and goods.

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies
In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists’ mobility facilitated technology transfers through their interaction with settled populations.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged independently in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Indus River Valley, the Yellow River (or Huang He) Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. People in each region domesticated locally available plants and animals.

C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.
II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population and led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

B. Technological innovations led to improvements in agricultural production, trade, and transportation.

* Illustrative examples of technological innovations:
  - Woven textiles
  - Wheels and wheeled vehicles
  - Metallurgy
  - Plows

C. Patriarchal forms of social organization developed in both pastoralist and agrarian societies.

**Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies**

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

* Required examples of core and foundational civilizations:
  - Mesopotamia in the Tigris and Euphrates River Valleys
  - Egypt in the Nile River Valley
  - Mohenjo-Daro and Harappa in the Indus River Valley
  - Shang in the Yellow River or Huang He Valley
  - Olmecs in Mesoamerica
  - Chavín in Andean South America

II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.
A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Rulers of early states often claimed divine connections to power. Rulers also often enjoyed military support.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states.

C. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.

**Illustrative examples of new weapons and modes of transportation:**
- Composite Bows
- Iron Weapons
- Chariots
- Horseback Riding

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

A. Early civilizations developed monumental architecture and urban planning.

**Illustrative examples of monumental architecture and urban planning:**
- Ziggurats
- Pyramids
- Temples
- Defensive Walls
- Streets and Roads
- Sewage and Water Systems

B. Systems of record keeping arose independently in all early civilizations and subsequently spread.

**Illustrative examples of systems of record keeping:**
- Cuneiform
- Hieroglyphs
- Pictographs
- Alphabets
- Quipu

C. States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.

**Illustrative examples of systems of legal codes:**
- Code of Hammurabi (Babylon)
- Code of Ur-Nammu (Sumer)

D. New religious beliefs developed in this period continued to have strong influences in later periods.

**Required examples of new religious beliefs:**
- The Vedic religion
- Hebrew monotheism
- Zoroastrianism

E. Trade expanded throughout this period from local to regional to interregional, with civilizations exchanging goods, cultural ideas, and technology.

**Illustrative examples of the development of interregional trade:**
- Egypt ↔ Nubia
- Mesopotamia ↔ Indus Valley
- Mesopotamia ↔ Egypt

F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.
Era 2: Organization & Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions
As states and empires increased in size and contacts between regions multiplied, people transformed their religious and cultural systems. Religions and belief systems provided a social bond and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems also generated conflict, partly because beliefs and practices varied greatly within and among societies.

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

A. The association of monotheism with Judaism further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism. These beliefs included the importance of multiple manifestations of Brahma and teachings about reincarnation, and they contributed to the development of the social and political roles of a caste system.

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and collected by his followers in sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote Buddhism's core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius. They were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.

Illustrative examples of the influence of Daoism on Chinese culture:
- Medical theories & practices
- Poetry
- Metallurgy
• Architecture

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism and Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

F. Art and architecture reflected the values of religions and belief systems.

Illustrative examples of art and architecture:
- Hindu art & architecture
- Buddhist art & architecture
- Christian art & architecture
- Greco-Roman art & architecture

III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life.

IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration, persisted.

Key Concept 2.2: The Development of States and Empires
As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, & economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

I. The number and size of key states and empires grew dramatically as rulers imposed political unity on areas where previously there had been competing states.

Required examples of key states and empires:
- Southwest Asia: Persian empires
- East Asia: Qin and Han empires
- South Asia: Mauryan and Gupta empires
- Mediterranean region: Phoenicia & its colonies, Greek city-states & colonies, and Hellenistic & Roman empires
- Mesoamerica: Teotihuacán, Maya city-states
- Andean South America: Moche
Illustrative examples of Persian empires:
- Achaemenid
- Parthian
- Sassanian

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, in many regions the rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies.

Illustrative examples of regions where rulers created administrative institutions:
- China
- Persia
- Rome
- South Asia

B. Imperial governments promoted trade and projected military power over larger areas using a variety of techniques, including issuing currencies; diplomacy; developing supply lines; building fortifications; defensive walls and roads; and drawing new groups of military officers and soldiers from the location population conquered populations.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. Imperial cities served as centers of trade, public performance of religious rituals, & political administration for states and empires.

Illustrative examples of imperial cities:
- Persepolis
- Chang’an
- Pataliputra
- Athens
- Carthage
- Rome
- Alexandria
- Constantinople
- Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.

Illustrative examples of methods of ensuring production and social hierarchy:
- Corvé labor
- Slavery
- Rents and tributes
- Peasant communities
- Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires encountered political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.
A. Through excessive mobilization of resources, imperial governments generated social tensions and created economic difficulties by concentrating too much wealth in the hands of elites.

B. Security issues along their frontiers, including the threat of invasions, challenged imperial authority.

Illustrative examples of problems along frontiers:
- Between Han China and the Xiongnu
- Between the Gupta and the White Huns
- Between the Romans and their northern and eastern neighbors

Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across extensive networks of communication and exchange. In the Americas and Oceania localized networks developed.

A. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.

Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes.

Required examples of trade routes:
- Eurasian Silk Roads
- Trans-Saharan caravan
- Indian Ocean sea lanes
- Mediterranean sea lanes

I. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.

B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

II. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across extensive networks of communication and exchange.
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II. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across extensive networks of communication and exchange.
A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.

**Illustrative examples of changes in farming and irrigation techniques:**
- The qanat system
- A variety of water wheels
- Improved wells and pumps

B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.

**Illustrative examples of the effects of disease on empires:**
- The effects of disease on the Roman Empire
- The effects of disease on Chinese empires

C. Religious and cultural traditions, including Christianity, Hinduism, and Buddhism were transformed as they spread.
Key Concept 1.1 Big Geography and the Peopling of the Earth

1.1 What is the evidence that explains the earliest history of humans and the planet? How is this evidence interpreted?

1.1.I Where did humans first appear on Earth, and what were their society, technology, and culture?

1.1.LA Describe earliest humans' technology & tools.

1.1.LC How did the earliest humans' society help them procure enough supplies to survive?

Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies

1.2 What were the long-term demographic, social, political, and economic effects of the Neolithic Revolution? How did pastoral societies resemble or differ from early agricultural societies?

1.2.I How did the Neolithic Revolution affect human societies economically & socially?

1.2.I.A Why did the Neolithic Revolution start (at all)? Where did the Neolithic Revolution first transform human populations? (Plural answer)

1.2.I.B Where did pastoralism persist even after the Neolithic Revolution?

1.2.I.C What various crops & animals were developed or domesticated during the Neolithic Revolution?

1.2.I.D What labor adjustments did humans make in order to facilitate the Neolithic Revolution?

1.2.I.E What were the environmental effects of the Neolithic Revolution?

1.2.II What were the effects of pastoralism & agriculture on humans?

1.2.II.A What effects did pastoralism & agriculture have on the food supply?

1.2.II.B What were the social effects of the increased food supply caused by increase of agriculture?

1.2.II.C What technological innovations are associated with the growth of agriculture?
Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

1.3 What is a ‘civilization,’ and what are the defining characteristics of a civilization? How did civilizations develop and grow more complex before 600 BCE? What were the effects of this increasing complexity?

1.3.I Where did the earliest civilizations develop, and why did they develop in those locations?

1.3.II What is a “state?” Who ruled the early states, and which segments of society usually supported the ruler?

1.3.II.B Why were some early states able to expand and conquering neighboring states?

1.3.II.C Give four examples of early empires in the Nile & Tigris/Euphrates River Valleys.

1.3.II.D What role did pastoral civilizations play vis a vis empires?

1.3.III How did culture play a role in unifying populations?

1.3.III.A What architectural forms did early civilizations produce?

1.3.III.B Which social strata encouraged the development of art in ancient civilizations?

1.3.III.C What forms of writing developed in ancient civilizations?

1.3.III.D What was the relationship between literature and culture?

1.3.III.E What pre-600 BCE religions strongly influenced later eras?

1.3.III.F How “big” were the pre-600 BCE trading regions?

1.3.III.G How did social and gender identities develop pre-600 BCE?
AP World History
Focus Questions for Key Concepts

Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions

2.1 How did religions help strengthen political, economic, and cultural ties within societies?

2.1.I How did religions promote a sense of unity?

2.1.I.A What are the characteristics and core teachings of Judaism?

2.1.I.B What are the characteristics and core teachings of Hinduism(s)?

2.1.II What is a "universal religion?" Where did universal religions exist by 600 CE?

2.1.II.A What are the characteristics and core teachings of Buddhism? How and where did Buddhism spread by 600 CE?

2.1.II.B What are the characteristics and core teachings of Confucianism?

2.1.II.C What are the characteristics and core teachings of Daoism?

2.1.II.D What are the characteristics and core teachings of Christianity? How and where did Christianity spread by 600 CE?

2.1.II.E What are the main characteristics of Greco-Roman philosophy and science?

2.1.III How did religions affect gender roles in their respective societies?

2.1.IV What other religious and cultural traditions were common by 600 CE?

2.1.IV.A How did humans’ reliance on the natural word influence religion?

2.1.IV.B How did humans relate to their deceased ancestors?

2.1.V How did art and culture develop to 600 CE?

2.1.V.A What literary works influenced later eras?

2.1.V.B How did different societies’ architectural styles develop?

2.1.V.C What examples of syncretism reflect the Classical Era to 600 CE?
Key Concept 2.2 The Development of States and Empires

2.2. What is an “empire,” and what were empires’ common characteristics during the Classical Era?
   2.2.I How did the number & size of Classical empires compare to the Ancient Era?
   2.2.IA What were the most influential of the Classical Era empires?
   2.2.II What techniques did Classical empires create to administer their territories?
   2.2.IIA What new political methods were created in order to rule the larger empires in the Classical Era?
   2.2.IIB How did imperial governments let their population know that the government was “in charge”?
   2.2.IIC What role did trade play in creating and maintaining empires?
   2.2.III What unique social and economic characteristics existed in empires?
   2.2.IIIA What function did imperial cities perform?
   2.2.III.B What social classes and occupations were common in empires?
   2.2.III.C What labor systems provided the workers for Classical Empires?
   2.2.III.D Describe the gender and family structures of Classical Era empires.
   2.2.IV What caused Classical Empires to decline, collapse, or transform into something else?
   2.2.IVA What were the environmental and social weaknesses of Classical Empires?
   2.2.IVB What external weaknesses contributed to the end of Classical Empires?

Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange

2.3. How did Classical era trade networks compare to Ancient era networks? What forces contributed to the changes between the two eras? What was commonly traded along these trade networks?
   2.3.I How did trade & communication networks develop by 600 CE?
   2.3.II What technologies enabled long-distance overland and maritime trade?
   2.3.III Besides the physical goods, what intangibles also traveled along trade networks?
   2.3.III.A What crops spread along Classical Era trade networks?
   2.3.III.B What effects did diseases have on Classical empires?
   2.3.III.C How did religions spread along trade networks, and how did the trade networks affect the religions?